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ABSTRACT

There are numerous indications that school districts across the nation increasingly view year-round school operation as much for the opportunities to improve the educational program as for reasons of space utilization or economy. Additionally, a year-round school operation could capitalize on the school's capability for individualization of instruction, and, in a year-round school, the calendar could become the vehicle for an instructional program. A model is provided whereby administrators, by asking questions designed to help them recognize what kind(s) of change is needed in a particular situation, could bring about changes in the instructional program. Solutions developed by persons in various school programs are also included. (Author/MLF)

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DO WE. . . OR DON'T WE. . . HAVE TO CHANGE THE INSTRUCTIONAL PROGRAM FOR YEAR-ROUND OPERATION

A SIMULATION NOTEBOOK

PRESENTED AT

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

CHICAGO, ILLINOIS

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by

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DO WE... or DON'T WE... HAVE TO CHANGE THE INSTRUCTIONAL PROGRAM FOR YEAR-ROUND OPERATION

Overview

We have been very impressed by the high quality of effort in a number of school districts throughout the nation in the areas of curriculum and instructional change, and by the great insight of many educational leaders as they confront the challenges and opportunities of year-round school operation. Several paragraphs from the 1973 Annual Report of the Roswell, New Mexico, school district will best illustrate this excellence as well as introduce our topic:

> With the public schools being widely criticized for their failure to keep abreast of the changing needs of society and students' interest, the curricular efforts of extended school year programs loom as a healthy response to such criticism. . . .
>
> One of the most promising aspects of the curricular reforms occurring in year-round schools is the applicability of such reforms to traditional school operations. The majority of these curricular innovations can be implemented by schools without. . . calendar revisions.
>
> . . . . . .
>
> The curricular efforts of the year-round schools have placed the general body of American public schools in a most advantageous position, a position from which they risk nothing while waiting to capitalize on the successes of the extended school year programs. One hopes that a significant number of the nation's schools will take advantage of this real opportunity to benefit. . .
>
> In recognizing what a restructuring of curriculum can do, one must also recognize its limitations. A change in curriculum does not automatically lead to increased learning on the part of the student. Teachers who are ineffective in the teaching of

> traditional courses will not suddenly become master teachers because they are teaching minicourses. . . . those aspects of human behavior which have hindered the educational process since time immemorial. . . . remain as universal problems for schools everywhere (1).

During the last decade, a variety of factors have led communities and school boards to consider, and sometimes implement, year-round school operation. In some instances, the district had reached its limit of bonded indebtedness and was already on split sessions; in others, there was the promise of saving money and reducing the school budget; at times it was the result of an acute space problem coupled with voter refusal to pass a bond issue; in some few instances it was simply the promise of a better education for children.

One cannot accurately speak about "year-round" schools as a particular type of operation, curriculum, or instructional program. The most common element of "year-round" schools is that they are in session for about 220 to 240 days per year, though individual students ordinarily do not attend school more than the normal 175 to 180 days per year.

Year-round programs are often described as being "elective" or "mandated" with respect to attendance group or pattern. In different situations, the attendance group or pattern of attendance is made available to individual students on a completely elective basis, or is mandated according to some predetermined criteria usually to ensure even enrollment across groups and patterns, or is offered on a partially elective basis made available within certain tolerances of the prescribed criteria.

The distinction between "elective" and "mandated" programs is of critical importance because, generally speaking, elective programs are concerned mainly with improving education while mandated programs emphasize economy. Year-round school programs can and do exist for both purposes simultaneously, but it should be recognized that significant basic differences often occur in the motivations for and influences of the

elective and mandated programs. Moreover, these differences tend to be reflected more in the instructional program than in any other area of the school's functioning.

Do we HAVE to change the instructional program?

One of the main concerns of school staff members about year-round school operation is, "Do we have to change the curriculum?" What they generally mean is, "Do we have to change the way we teach?"

The answer is No! - if the school is willing to restrict or limit curricular options for students.

The answer is No! - if the school is willing to reduce the scope of the curricular offerings.

The answer is No! - if the school is large enough, or the instruction is individualized enough, that no restrictions or limitations are necessary.

The answer is No! - if some schools in the district operate on a year-round basis and other schools on the "traditional" calendar.

And the answer is No! - if money is no object. But we haven't heard of any districts with such a policy in effect!

The answer is No! - if the school is willing to restrict or limit curricular options for students. Such action may be necessary in order to maintain or achieve a prescribed level of expenditure, particularly in departmentalized and self-contained instructional situations, and because of a lack of capability or inclination to individualize instruction sufficiently.

At the secondary level, singleton course sections, for example, might be offered during only one of the four "45-15" cycles, or in only one of the quarters or quinmesters. This may be quite acceptable if the program is available to students on an elective or partially elective basis. At the elementary level, this problem could manifest itself when there were fewer grade sections than attendance groups.

The answer is No! - if the school is willing to reduce the scope of the curricular offerings. In the case of mini-course and other short-term offerings, it may be necessary to abandon these for more standardized courses, either in the name of equal opportunity or in order to ensure sufficient enrollment in class sections. At the elementary level the greatest impact may be in the specialized and enrichment program offerings.

Once again, such action may be necessary in order to maintain or achieve a prescribed level of expenditure, particularly in departmentalized and self-contained instructional situations, and because of a lack of capability or inclination to individualize instruction sufficiently.

The answer is No! - if the school is large enough, or the instruction is individualized enough, that no restrictions or limitations are necessary. Of course, "large enough" and "individualized enough" are relative and must be evaluated with respect to the individual situation. Given two schools of equal size, the school with a broad range of offerings will have to be more individualized than the school with more narrow or standardized courses of study. The school with mini-course and other short-term offerings will have to be more individualized than the school with "traditional" year-long offerings.

The answer is No! - if some schools in the district operate on a year-round basis and other schools on the "traditional" calendar. In some districts, often as pilot programs, there will be some elementary and/or some secondary schools operating on a year-round basis while the remainder of elementary and secondary schools in the district operate on the "traditional" calendar. Even when there is neither large size nor a high degree of individualization of instruction in these instances, the voluntary aspect of many of these programs, when offered on a partially elective basis, makes successful implementation possible.

In other districts, and for various stated reasons, elementary schools operate on a year-round basis and secondary schools on the "traditional" calendar. This pattern seems to occur as the elementary schools are individualized enough but the secondary schools not.

To sum up this section: If you decide to begin year-round operation because you have space and bond issue problems, are experiencing budget restrictions or even cut-backs, and have a staff which is not at the point of implementing a program of individualized instruction, you may be able to operate on a year-round basis without impairing the quality of education or reducing curriculum opportunities for students IF your school is large enough, the program traditional enough, and/or the operation impersonal and mandated enough.

It is not simply a matter of chance that many more elementary than secondary schools are implementing year-round programs. Secondary schools are no less crowded nor are they less expensive, but they are, by and large at the present time, less capable of implementing year-round programs! Generally speaking, the secondary schools have not moved toward individualized and other relevant programs at the same pace as the primary and intermediate schools.

Whether the right answer is Yes or No, then, depends very much on the unique situation in your school and district - its philosophy, objectives, capabilities, and needs.

Mandated programs, for example, are primarily organizational scheduling devices designed to increase school plant capacities, not educational solutions. But plans that can increase the effective capacity of your facilities by as much as one-third

cannot be ignored! Further, mandated programs do not guarantee, or necessarily require, innovative program developments - and this may suit you just fine!

"Do we have to change the curriculum?" "Do we have to change the way we teach?" The fact of the matter is that if you want the answer to be "No!" then it can be. Or if it has to be "No!" it can be. But, there is a great risk that the students will suffer for it.

Do you WANT to change the instructional program?

There are numerous indications that school districts across the nation increasingly view year-round school operation with an eye to the opportunities for improving the educational program as much as for reasons of space utilization or economy.

If one of your purposes is to improve the educational program (whether or not you implement year-round school operation), then you are undoubtably seeking to increase the instructional flexibility capabilities of your staff members - in order for them to better provide for the many and varied situations and learning needs of each of their students.

Year-round school operation can capitalize on the school's capability for individualization of instruction. In a year-round school, the calendar can be a vehicle for the instructional program!

You should be fore-warned, however, before you decide that you want to change the instructional program that, as you develop a capability for individualizing instruction and begin to implement it, and as you discover and experience the fantastic opportunities for children which this flexibility offers, your professional - and perhaps your personal - life will be changed forever! You will derive greater satisfaction from your work. The climate of the school will improve. Students will not only want to come to school but they will learn better, and they will learn more.

But you may also discover that individualized instruction as a concept is not compatible with many of your present school policies and practices! Few, if any, school staffs who involve themselves in individualized instruction escape the sometimes very painful work of rethinking their goals and objectives. The realization of the consequent, almost revolutionary, implications for instructional methodology and for policies and practices in areas as diverse as grading and testing, discipline, attendance, class rank and the Carnegie unit, budgeting, and staff utilization can easily overwhelm faculty and administration alike, not to mention the school board and community.

A major part of the problem is this thing which has come to be called traditional education. We educators have developed and now believe some amazing legends. We have even convinced the public of the "educational" reasons for the "traditional" school year calendar when it occurred in fact about 100 years ago as a compromise between urban and rural legislators. We have convinced the public - and ourselves - of the "educational" reasons for graded schools when in fact they came about primarily as an organizational device to save money and reduce disciplinary problems for teachers. We compute our students' achievement grades to decimal-point accuracy on the basis of home-made tests that are probably unreliable and invalid for their purpose. The public now expects us to sort and categorize and rank students; they now believe that high-stress competitive classroom and testing situations are good for children. And we would like the public to think that no supervisor can be objective and knowledgeable enough about our own performance!

Listen to two of the country's curriculum leaders of the early twentieth century. "Our schools are, in a sense, factories in which the raw materials (children) are to be shaped and fashioned

into products to meet the various demands of life" (2). That was Ellwood P. Cubberly, writing in 1916. In an article titled, " The Elimination of Waste in Education, " published in the February 1912 issue of The Elementary School Teacher, John Franklin Bobbitt wrote, "Work up the raw material into that finished product for which it is best adapted" (3).

We have come a long way from that sort of talk. We now talk better about individual needs and personalizing instruction. But what we do - or don't do - is often still a problem. Toffler declares that:

> The most criticized features of education today - the regimentation, lack of individualization, the rigid systems of seating, grouping, grading and marking, the authoritarian role of the teacher - are precisely those that made mass public education so effective an instrument of adaptation for its time and place (4).

And that was Cubberly and Bobbitt's time and place!

In our time, schools are being challenged by the public to demonstrate that they do not in fact thwart students' learning! And perhaps for good reason. Do you recall the dated but still very applicable statement of the Educational Policies Commission in its publication, Education for ALL American Youth: A Further Look:

> It will avail the student but little to work out an individual plan for education unless he is in a school in which that plan can be carried out. It will profit the counselor and teacher little to define the needs of individual boys and girls unless they are able to provide education to meet those needs (5).

Unless that is possible in your school, you ought to want to change the instructional program!

How to change the instructional program: a Glossary.

Although it is probably our assignment to do so, we thought it would be rather presumptuous of us, and somewhat dishonest if not actually impossible, to tell you how to go about achieving the desired changes in your instructional program.

But we can tell you about the solutions developed by persons in various school programs and let you pick and choose and adapt them to your situation.

First, though, let us alert you to certain assumptions we are making and definitions we will be using:

Year-round school operation refers to plans such as 45-15, Concept 6, quinmester, four-quarter, Furgeson, multiple access, and the like. We assume you have a basic knowledge of their functioning. The familiar "summer school" type of operation does not qualify as a year-round school in our use of the term.

Curriculum refers to the overall plan and goals of the school for its students and to the scope of and opportunities for learning offered by the school, as represented by the school's courses of study and delimited by its various policies and regulations.

Instructional program refers to the acts of teaching, and is often categorized according to the particular beliefs and understandings of the processes of learning which those acts represent.

Flexible refers to instructional programs which demonstrate both the inclination and the capability to offer individualized instruction.

Inflexible refers to instructional programs not exhibiting these characteristics.

Individualized instruction refers to instructional situations in which each student is provided with individually prescribed learning experiences based on a diagnosis of his learning needs.

A brief note about curriculum

By our own definition, then, we will not be discussing "curriculum" change. But we would urge you to review the curriculum in your school:

. . . does it accurately and completely represent the school's statements of philosophy and objectives?

. . . if the statements are of the usual "motherhood" variety, do you really know what they mean, what they include, or what scope or parameters have been specified or assumed?

. . . to what extent are board and administrative policies and regulations incompatible with and even contradictory to the school's stated goals for its students?

. . . to what extent do shortcomings in your instructional program limit and reduce the curriculum for students and its impact upon students?

How to change the instructional program: a model

Our approach to instructional change involves consideration of a series of questions designed to lead you to recognize each situation for what it is and to adopt the strategy which will best achieve the desired change:

. . . What is the desired situation? (What does the school's philosophy hope for? What is the instructional program you wish you had? What are the goals you have set for the school?)

. . . What is preventing the desired situation from occurring? (An assessment of your present status and the actual situation is necessary in order to identify the problem, shortcomings, lacks, and the like.)

. . . What would make it possible for the desired situation to occur? (Determine the action(s) necessary to solve the problem, eliminate the shortcoming, provide what is lacking, etc.)

. . . What kind(s) of change is involved? (Policy? Procedure? Attitude? Methodology?)

Using these questions, we will illustrate the process - on a very simplified basis - by examining several actual school situations.

Situation #1

The school is a senior high school, grades 10-12, with an enrollment of about 2,000. The setting is an upper-lower/lower-middle class suburban community. The school's Statement

of Philosophy is a model "motherhood" statement. The curriculum is "traditional" as is the instructional program. The school board is anxious for the staff to implement individualized instruction, but efforts to date have not been successful.

Question A: What is the desired situation? Both the philosophy of the school as well as the school board's desire for individualized instruction indicate a belief that learning takes place individually and that curriculum and methodology should be organized around the individual child. It is believed that the school is a humanizing social institution that should develop creative and imaginative techniques for personalizing conventional organizational situations.

Question B: What is preventing the desired situation from occurring? Some past efforts to individualize instruction have evidently failed. Yet the teachers seem to be well-trained and competent; the facility appears to be adequate. Perhaps we can get an understanding of the problems involved by reviewing some of the regulations for students; we know that successful implementation of an individualized instructional program requires an appropriate school climate and environment, one which offers a positive attitude toward the development of responsibility through humanizing, student-oriented educational experiences. The following are excerpts from the school's published Student Handbook, from the section titled, "Cafeteria Regulations:"

"Getting One's Lunch

1. In getting one's lunch each individual is to observe the regulations set up for entering and leaving the serving area. Enter by way of the door marked 'Enter' and leave by the door marked 'Exit'. Do not attempt to reverse them.

2. A basic principle of democratic organization is equality of opportunity. Therefore it is a direct violation of this concept for people to attempt to cut into line. . . .

3. Calling one's lunch order to someone already in line is in reality only very slightly different from cutting in line. This practice is to be discontinued at once.

Eating One's Lunch

6. a. . . . The refuse is to be placed in the barrels rather than thrown from the table in the direction of the nearest barrel.

Sitting At The Tables

7. . . . It is an especially bad practice for students to take chairs and move them into the aisles set up between the tables. It is amazing that these individuals have not gotten a bowl of soup down their neck, since they are obviously in the way of people. . .

8. . . . Whenever any individual or group of individuals chooses to speak so loudly or to laugh or exclaim so exaggeratedly that the entire room becomes aware of the situation, then this group is no longer socializing, but is guilty of boisterous conduct which is borderline to rowdyism. . . .

Use of Your Leisure Time Available at Lunch Time

10. . . . .

11. The facilities of the boys' room and the girls' room adjacent to the cafeteria are intended for students' use, not abuse. The teachers in charge are aware of the fact that many students attempt to smoke in these rooms and many boys have been punished because of this violation of school regulations. It is known that a similar practice goes on in the girls' room. Measures will be taken in the immediate future to see to it that this abuse is curtailed. It goes without saying that the person who finds it necessary to visit the boys' or girls' room two, three, four or five times during a lunch period exposes himself to the suspicion that he is seeking the opportunity to have a cigarette in direct violation of school controls.

. . . . . .

. . . Some of these misguided individuals have come to believe that they may thwart the will of the majority and remain immune to any penalty. Any school that would permit any student to endorse such a concept which is counter to the basic principles of democratic living would be failing seriously in its responsibility. (This) High School will not fail to meet its responsibility. . . . For any student who has been an occasional offender, or even a more aggravated offender, this would be an excellent time for him to mend his ways unless he chooses to find out for himself just how determined this resolve actually is.

Question C: What would make it possible for the desired situation to occur? With all due respect for this particular school, we don't believe that individualized instruction will be easily or quickly achieved! If the cafeteria regulations provide an accurate glimpse of the operational philosophy of the school and its climate for students, then the flexible school environment needed for the development of individualized instruction programs is lacking. (That aside from the plain absurdity of many of the statements and their abuse and demeaning of students.) It might be expected that teachers involved in such a school situation for several years would lose their idealism and find their attitudes toward children more negative. Indeed, the administration, staff, and even students might consider it a sign of weakness for a teacher in this situation to treat students as individuals.

An essential need in this situation, then, is a commitment to a philosophy of education which espouses the ideals of individualized instruction, but a commitment which is made evident in the curriculum and instructional program and also in the policies and procedures of the school.

Question D: What kind(s) of change is involved? Probably the first and greatest kind of change needed in this situation is attitudinal. In many instances this might be described as bringing the staff to a realization of the contradictions between its philosophy and practice; in other cases there may be a deliberate distortion of the philosophy to accommodate fears, personal inadequacies, and so forth. It must be recognized, too, that very often the staff is ready, willing, and able, but the administration thwarts successful implementation of an individualized instruction program. The most difficult task may be that of determining the appropriate circumstance and reason for individual members of the staff in order to develop the strategies appropriate to achieving the desired change.

The preceding situation, although extreme, provides us with an insight into one of the kinds of change which may be needed to influence the instructional program. It is important to recognize what kind(s) of change is needed in a particular situation - attitudinal, procedural, administrative, technical, methodological, legislative, etc. But it is essential that you first know quite clearly the direction of change you desire.

Figure A (page 15) is intended to show the situations at the two ends of a number of educational continuums; we hope and will assume that you desire to move further to the right in each case. Having made such an assessment and determination, you will now have to deal with some of the concerns of implementation of a year-round instructional program.

Situation #2

At the elementary school, we have one or two classes in each grade; at the secondary level, we are dealing with singleton and doubleton sections.

Question A: What is the desired situation? The total curriculum should be available to all students regardless of the group or attendance pattern, whether selected or mandated.

Question B: What is preventing the desired situation from occurring? Figure B and C shows a matrix of the various year-round plans and the number of classes in a grade or number of sections offered for a particular course.

There is clearly a problem in the several situations in which the instructional program is characterized as "inflexible" (see Glossary, page 9).

Question C: What would make it possible for the desired situation to occur? Change is necessary to effect the desired

FIGURE A[6]

Where is your school in each case?

In which direction are you moving?

STATEMENT	CONTINUUM	STATEMENT
Graded classrooms, K - 12	----------	Nongraded, continuous progress
A-B-C-D-F Grading system	----------	Reporting growth of each student
Mandated curriculum	----------	Elective curriculum
Standard class size	----------	Appropriate-sized instructional groups
"Jack-of-all-Trades", "Chalk-and-Talk" teacher for each class	----------	Teacher is full-time instructional resource professional
Standard curriculum	----------	Diagnosis of learning needs
Rote learning of facts	----------	Understanding & applying concepts
Group-directed instruction	----------	Individualized instruction
1 hr./day/subject schedule	----------	Flexible schedule, as needed
"Jack-of-all-Trades" staff	----------	Differential staffing
Traditional day and year, facilities utilization limited	----------	Day and night, open to all, year-round

FIGURE B

EFFECTS OF LIMITATIONS IN NUMBER OF COURSE SECTIONS/CLASSES PER GRADE ON CURRICULAR OFFERINGS ACCORDING TO FLEXIBILITY OF PROGRAM DESIGN

PROGRAM DESIGN

NUMBER OF COURSE SECTIONS/CLASSES PER GRADE (e.g. 2 sections French IV/ 1 class of 5th graders)	Quinmester Inflexible	4-Quarter Inflexible	"45-15" Inflexible	Concept 6 Inflexible	Flexible Quinmester 4-Quarter "45-15" Concept 6	Other Flexible & Multiple or open access plans
1						
2						
3						
4						
5						

THE SCHOOL MUST LIMIT, RESTRICT, OR REDUCE THE CURRICULUM OFFERINGS IN THESE INSTANCES IF IT LACKS ABILITY TO INDIVIDUALIZE.

NO CURRICULUM LIMITATIONS, RESTRICTIONS, OR REDUCTIONS NECESSARY.

FIGURE C

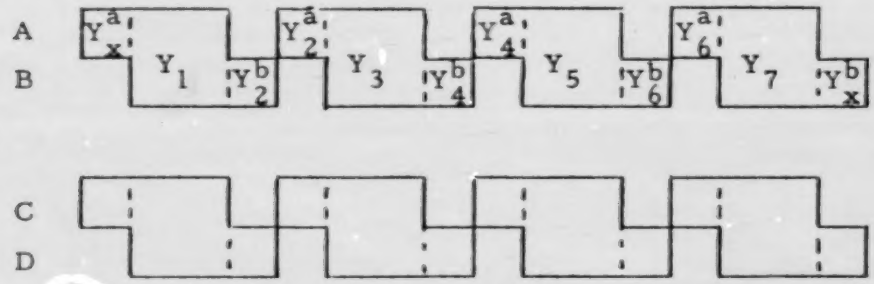
COMPARISON OF EFFECTS ON CURRICULUM OFFERINGS OF THE INFLEXIBLE/FLEXIBLE VARIATIONS OF PROGRAM DESIGNS IN TERMS OF NUMBER OF COURSE SECTIONS AND/OR CLASSES PER GRADE

PROGRAM DESIGN

NUMBER OF COURSE SECTIONS/CLASSES PER GRADE (e.g. 1 section Calculus/ 2 classes of third graders)	"45-15" Inflexible	"45-15" Flexible	Concept 6 Inflexible	Concept 6 Flexible	Quinmester Inflexible	4-Quarter Inflexible	Other Flexible & Multiple or open-acess plans
1	Course can be offered to only one group - A, B, C, or D.	Course can be offered to students in all groups, regardless of attendance pattern.	Course can be offered to only one of the three groups.	Course can be offered to students in all groups, regardless of attendance pattern.	Course can be offered in only one of the five quinmesters.	Course can be offered in only one of the four quarters.	Course can be offered to students in all groups, regardless of attendance patterns.
2	Course... ...two groups.		Course... ...only two of three groups.		Course... ...only two ...quinmesters.	Course... ...only two ...quarters.	
3	Course... ...three groups.		Course... ...to all groups.		Course... ...only three... quinmesters.	Course... ...only three... quarters.	
4	Course... ...to all groups.				Course... ...only four ...quinmesters.	Course... ...to all ...quarters.	
5					Course... ...in all of...quinmesters.		

solution. But the change may be either of two kinds, depending on the specific situation.

Change of an administrative type may be possible. In the case of 45-15, for example, the plan can remain rigid and the instructional manner remain unchanged, if Groups A and B, and C and D. are combined into two classes or sections, as shown below:



(Sequence will be the same as in A and B above) [7]

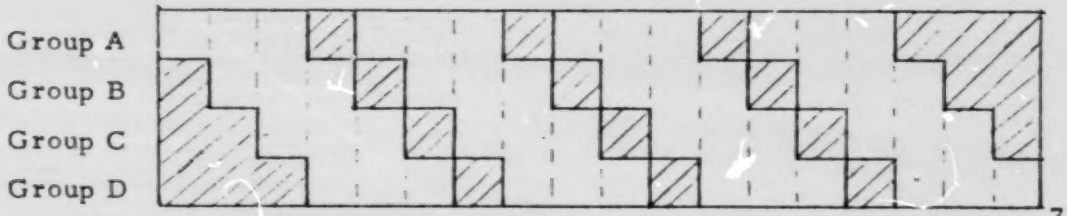
Y_1, Y_2, Y_3, . . . , Y_7, illustrate the sequence of instruction in the class. Y_1, Y_3, Y_5, and Y_7 each represent a 6-week block of time during the year-long course with students from both groups present. Y^a_2, Y^a_4, Y^a_6, and Y^b_2, Y^b_4, and Y^b_6 each represent a 3-week block of time with students from only one group present; the materials covered by group B in Y^b_2 when Group A is on vacation is studied by Group A during Y^a_2 when Group B is on vacation.

Y^a_x and Y^b_x each representa 3-week block of time with students from only one group present; further, Y^a_x and Y^b_x involve learning experiences not of a sequential nature. (It therefore doesn't matter that Y^a_x comes at the beginning of the course for Group A and that Y^b_x comes at the end of the course for Group B.)

This administrative change - administrative, since no change in methodology is necessary - applies equally to elementary and secondary situations.

Change of a methodological type is desirable in the doubleton situation and necessary in the case of singletons. Continuing with our 45-15 example, the methodological change may be accomplished in either of two ways.

#1:



7

Continuous progress and/or multiple access for single class in grade or singleton section of course. (That is, the class meets every day, but the students attend only when their group or attendance pattern is in school.)

#2:

$M\text{-}G_1, M\text{-}C_1$	$M\text{-}G_1, M\text{-}C_1$	$M\text{-}G_1, M\text{-}C_1$	$M\text{-}G_1, M\text{-}C_1$
$M\text{-}G_2, M\text{-}C_2$	$M\text{-}G_2, M\text{-}C_2$	$M\text{-}G_2, M\text{-}C_2$	$M\text{-}G_2, M\text{-}C_2$
$M\text{-}G_3, M\text{-}C_3$	$M\text{-}G_3, M\text{-}C_3$	$M\text{-}G_3, M\text{-}C_3$	$M\text{-}G_3, M\text{-}C_3$
$M\text{-}G_4, M\text{-}C_4$	$M\text{-}G_4, M\text{-}C_4$	$M\text{-}G_4, M\text{-}C_4$	$M\text{-}G_4, M\text{-}C_4$

7

$M\text{-}G_1$, $M\text{-}G_2$, $M\text{-}G_3$, and $M\text{-}G_4$, each represent self-contained or team teaching, multiple-grade or non-graded situations (elementary). $M\text{-}C_1$, $M\text{-}C_2$, $M\text{-}C_3$, and $M\text{-}C_4$, each represent self-contained or team teaching, multiple-class situations (secondary). The class is composed of students from only one attendance pattern; the class meets only when that group or attendance pattern is in school.

The cost of these various solutions will vary somewhat, depending on the specific circumstances. The "administrative"

change, for example, will be more expensive because of the eight 3-week time blocks when half the class is on vacation. The cost of four 3-week blocks is additional instructional expense.

Depending on the enrollment in the grade or course, the "methodological #1" solution may be the most inexpensive solution - and more economical than a traditional class if at all times during the year the in-school enrollment is the usual class size for that course. (That is, if the total enrollment is 4/3 of the usual course enrollment and the students are fairly evenly divided among the four groups.) This solution may also be the most expensive, if the enrollment pattern is extremely low or very unevenly divided among the groups.

Question D: What kind(s) of change is involved: We have included this answer in the response to "C" preceding.

Situation #3

The school's instructional program is now based on standard and pre-determined times for the completion of grades (elementary) and courses (secondary and departmental).

Question A: What is the desired situation? The total curriculum offerings must be available to all students: 1. for as long or short a period of time as each individual student requires and 2. with provision for sequential courses to be offered as each individual student completes the previous course in the sequence.

Question B: What is preventing the desired situation from occurring? Instruction has traditionally been offered on a "time" basis. That is, in the case of a one-year course or a certain elementary grade level, for example, the course/grade ends at the end of one year's (36-40) weeks) instruction. With a bright class you move quickly and accomplish more either in terms of material covered or enrichment experiences. With a slower group

you move more slowly and accomplish less. In both cases the course/grade ends at the predetermined time and the next course/grade in the sequence is started at the beginning of the next year (see Figure D, example #1).

A special problem at the secondary level is the traditional adherence to the Carnegie unit. Can you give a student credit for successfully completing three years of mathematics, for instance, in two years? How much credit? How do you enter it on his record? How does this affect the formula for computing class rank? etc. etc.

A related problem concerns graduation requirements. What should the school do if students can finish their four-year program in less than four years - often in three? Let them graduate early? Add new requirements to keep them in school until the completion of twelve grades worth of attendance?

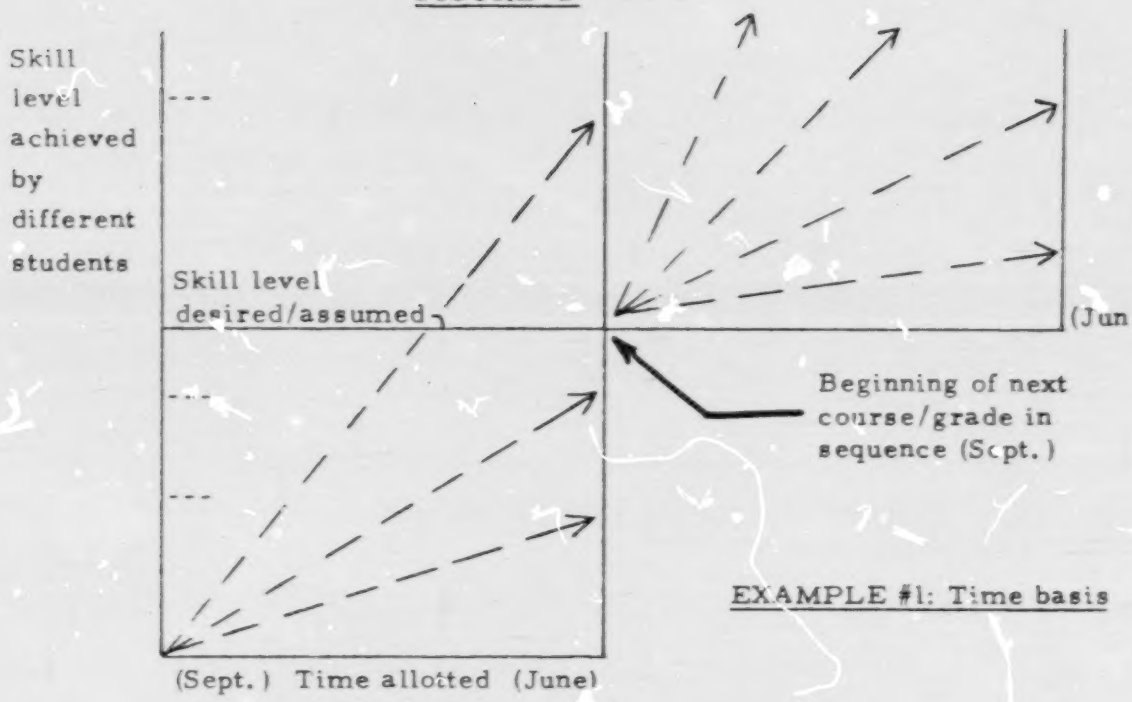
You can see the problems.

Question C: What would make it possible for the desired situation to occur? The flexible and individualized continuous progress instructional program which would solve the problem is illustrated in Figure D, example #2.

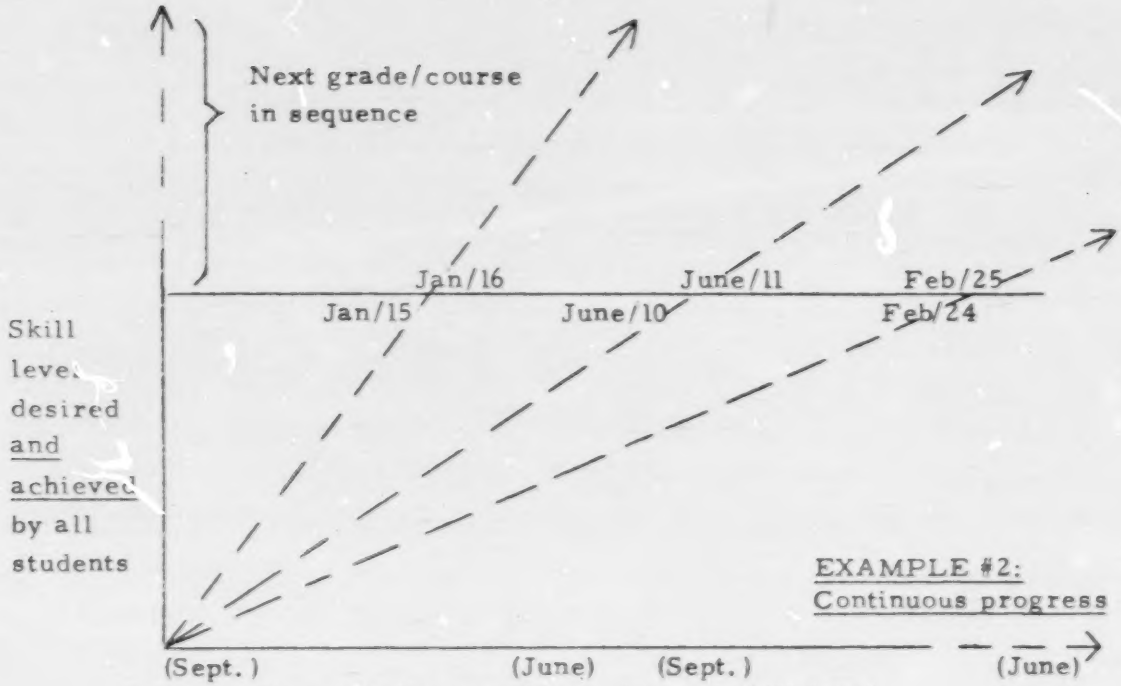
This is only natural and logical extension of the basic concept of individualized instruction: there should be no greater difficulty in beginning work for the next course/grade on an individualized basis than there is in beginning work for the next instructional unit within a course/grade.

Our recommendation regarding the Carnegie unit is that you revise all your policies to eliminate the time standards on which the Carnegie unit is based. Substitute for them the criteria for successful completion of the course. On the assumption that you would not be able to do away with credits altogether immediately, we suggest giving "one credit" for what has traditionally been a

FIGURE D[7]


Skill level achieved by different students
Skill level desired/assumed
(Jun
Beginning of next course/grade in sequence (Sept.)
(Sept.) Time allotted (June)

EXAMPLE #1: Time basis



EXAMPLE #2: Continuous progress

one-year course, whether it takes the student five months, ten months, or two years to successfully complete the course.

If this sounds absurd, we would like to remind you that the two years, for example, represent two years of positive and successful learning instead of one year of probable frustration due to a mixture of failure and mediocrity.

Regarding graduation requirements, that is like beating a dead horse. With few exceptions, if any, graduation from high school does not guarantee, or even imply, a specific level of competency in anything, be it language, arts, mathematics, history, physical education, or any other area of the curriculum.

It is often this situation which makes it so hard to respond to the "how well" questions of the public school critics, because we have neither set success criteria for the students individually or in mass, nor established how much of what comprise the basic skills that our students need for survival in today's - and tomorrow's - society.

If you think that all children should attend school for twelve years, just say that. If you think the determination ought to be on an individual basis (that is harder to administer) then just say that.

If you think that everyone who graduates should possess the basic skills needed for survival in society, say that. Or if you like the idea of social promotion/graduation, make that policy.

Question D: What kind(s) of change is involved? We believe that once the attitudinal changes have occurred which make the methodological changes to continuous progress instructional programs possible, then the next major category of change is legislative. We refer here to the policy changes that may be necessary at the School Board, State Board of Education, state legislature levels. Although state-level policy changes often

occur more slowly, the local district - YOU - can usually, with a good rationale, obtain all the necessary waivers to permit you to provide your students with the desired curriculum and instructional programs. Space does not permit us to consider in this paper the many other matters pertinent to year-round school operation and the instructional program: the scheduling of athletic, music and other group performance activities, the problems and opportunities offered in making teacher assignments, and the like. We will be pleased, however, to respond to questions.

You may have other questions and concerns:

. . . Does individual work save time?
. . . Does individual work increase or decrease socialized and self-expressive activities?
. . . Does individual work decrease retardation?
. . . Is individual instruction more or is it less effective than class instruction in teaching school subjects?
. . . Does individual instruction place too heavy a burden on the teacher?
. . . How does individual work in the elementary school affect pupils' efficiency in the high school?
. . . Individualizing the curriculum
. . . Textbooks and tests with the individual method
. . . The daily program under individual methods
. . . Promotions and individualization
. . . Size of classes
. . . Training teachers for individual work
. . . Supervising the work of individual children

If you share these questions and concerns, you are in good company! The above list is taken from the Table of Contents of Part 2 of the Twenty-Fourth Yearbook of the National Society for the Study of Education, published in 1925. Titled "Adapting the Schools to Individual Differences," it is both an exposition of individualized instruction and a summary of relevant research. If you have the opportunity, this volume makes excellent reading.

It is said that "nothing in the world is new," but old things can become better! Through the utilization of year-round schools as the vehicle for a competently-staffed individualized instructional program, education will become much better!

FOOTNOTES

1. Roswell Independent School District, Annual Report, Title III ESEA Extended School Year Study (Roswell, New Mexico: 1973), pp. 121-22.

2. Ellwood P. Cubberly, Public School Administration (Boston: Houghton Mifflin, 1916), p. 338.

3. John Franklin Bobbitt, "The Elimination of Waste in Education," The Elementary School Teacher, 12(6): 260; February 1912.

4. Alvin Toffler, Future Shock (New York: Random House, 1970), p. 355.

5. The Educational Policies Commission, Education for ALL American Youth: A Further Look (Washington: National Education Association, 1952), p. 59.

6. Association of School Business Officials (ASBO) Task Force Report and Recommendations. 1969. (Adapted from).

7. Olsen, Johannes I., Lambert, Lucien E., and Rice, Paul D., Portfolio, National Workshop on "45-15". (Rev. ed.; Hinesburg, Vermont: "45-15" Associates, Inc., 1972).